



Week 1 Assignment

Overview

The pre- and post-inventory and the Week 1 Readings will provide a background on three primary instructional design theories and assist you with defining personal beliefs regarding instructional design. In addition, the learning style inventories and the teaching style inventory will provide information to teachers regarding how their teaching styles and students' learning styles work together or against each other. These inventories will assist teachers in completing their learning activities for the online course. There are examples of learning inventories in the Resources section. If you do not want to use any of these, you can search online for an appropriate inventory.

Rubric

Use the following rubric to guide your work.

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
Pre- and Post-Learning Theories Inventory Analysis	Completes both pre- and post-inventories and analysis is fully supported by at least three data findings and references from readings. (45-50 points)	Completes both pre- and post-inventories and analysis is supported by at least two data findings and references from readings. (40-44 points)	Completes both pre- and post-inventories, but analysis lacks support from data and/or readings. (30-39 points)	Inventories are not completed and/or analysis lacks clarity and support from data and/or readings. (Below 30 points)
Learning Style Inventories and Teaching Style Inventory Analysis	Analysis includes more than three specific examples of how individual teaching style and student learning styles impact learning. Reflection has no errors in grammar, spelling, or punctuation. (45-50 points)	Analysis includes two or three specific examples of how individual teaching style and student learning styles impact learning. Reflection has few errors in grammar, spelling, or punctuation. (40-44 points)	Analysis includes less than two specific examples of how individual teaching style and student learning styles impact learning. Reflection has few errors in grammar, spelling, or punctuation. (30-39 points)	Analysis does not include specific examples of how individual teaching style and student learning styles impact learning. Reflection lacks clarity and depth and/or contains multiple errors in grammar, spelling or punctuation. (Below 30 points)

Directions

You already completed the Pre-Assessment Inventory earlier in Week 1. Now, you will take the same inventory after viewing the Week 1 video and reading the three required readings for Week 1.

Once you have completed the Post-Assessment Inventory, you will analyze the results in a reflective analysis of both the pre- and post-inventory documents.

Then, complete the Teaching Style Inventory and administer a learning inventory to your class. Those inventories are attached to the assignment screen and can also be found in Resources. You may also use inventories that are not supplied in this course, but you must upload a link to the inventory or inventories that you used.

Once you have completed the inventories, write a 150-250 word reflection that analyzes your teaching style inventory, analyzes your students' learning styles, and describes how your teaching style and the students' learning styles impact learning.

This assignment is due at 11:59 p.m. on the seventh day of Week 1.

Workspace**Part 1: Post-Assessment Inventory**

Complete the Post-Assessment Inventory below.

Post-Assessment

Agree	Disagree	I believe that:
	X	1. Learners need grades, gold stars, and other incentives as motivation to learn and to accomplish school requirements.
X		2. Learners can be trusted to find their own goals and should have some options or choices in what they learn at school.
X		3. Teachers need to determine what students are thinking about while solving math problems.
	X	4. Students should be graded according to uniform standards of achievement which the teacher sets for the class.
X		5. Students should set their own individual standards and should evaluate their own work.
	X	6. Curriculum should be organized along subject matter lines that are carefully sequenced.
X		7. The teacher should help students to monitor and control their own learning behavior.
X		8. The school experience should help students to develop positive relations with their peers.

- **Statements 1, 4, and 6** would be supported most strongly by Behavioral psychologists.
- **Statements 3 and 7** would be sustained by Cognitive psychologists.
- **Statements 2, 5, and 8** would be on the ledger of the Humanistic psychologists.

Part 2: Pre- and Post-Inventory Learning Theories Analysis

Provide a reflective analysis of your pre- and post-inventory learning theories sheets in the space below. The box will expand as you type.

After studying the material regarding Learning Theories this week, my Pre- and Post-Inventory Analysis demonstrates I am still firmly in the Humanistic Psychologist camp as I was before, but I now have empirical evidence regarding the importance of the humanistic regulatory and affective/emotional systems on the ultimate actions of students to validate my instructional practices. Huitt (2009) explains that "The regulatory system acts as a filter for connecting the environment and internal thoughts to other thoughts or feelings as well as connecting knowledge and feelings to action. The affective/emotional system colors, embellishes, diminishes or otherwise modifies information acquired through the regulatory system or sent from the cognitive system to action. In our present environment of constant change and uncertainty, the development of the knowledge, attitudes, and skills discussed in these systems is especially important."

On the Pre-Inventory I had only agreed with Statement 7 in the Cognitive Psychologist domain. However, considering teaching and learning in light of these Learning Theories, I now realize that it is essential to focus on student cognitive processes including problem solving skills and thought processes. According to Learning Theories.com (2010), "Cognitivism focuses on the inner mental activities – opening the 'black box' of the human mind is valuable and necessary for understanding how people learn." Therefore, on the Post-Inventory I now agree with Belief Statement 3 that "Teachers need to determine what students are thinking about while solving math problems."

I am definitely not a Behavioral Psychologist as I still disagree vehemently with beliefs 1, 4 and 6, particularly in light of our research; Dweck (2000) states that "...we encourage vulnerabilities in our students when we try to boost their self esteem... What it does is foster an entity theory, an overconcern with looking smart, a distaste for challenge, and a decreased ability to cope with setbacks." Research shows that our education system's long penchant for giving learners "gold stars, and other incentives" as referenced in Statement 1 appears to be fostering development of entity theories and having a counter-productive effect on many of our students.

References:

Huitt, W. (2009). A systems approach to the study of human behavior. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved April 17, 2010 from <http://www.edpsycinteractive.org/materials/sysmdlo.html>

Learning Theories.com: Cognitivism. Retrieved from <http://www.learning-theories.com/cognitivism.html> April 17, 2010.

Dweck, C. S. (2000). *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA:Psychology Press, p. 3.

Part 3: Teaching and Learning Styles

Once the Teaching Style Inventory and the Student Learning Inventories are complete, write your reflection on both in the space below. The box will expand as you type.

After taking the Teaching Style Inventory, I discovered that I fall into the Abstract/Understanding (Quadrant C) region of the Teaching Goals Matrix, with a score of 2-Abstract and 14-Understanding. This score demonstrates my teaching style is almost as far removed from rote

teaching as possible; I am not surprised as I never liked rote learning in my own school career. However, if I am teaching students or staff who are tactile learners, this would put them at a distinct disadvantage, so I must take this factor into account for future teaching or professional development scenarios. The fact that I fall into the abstract school of concept representation also means I will have to take care to provide more practical applications in order to address the needs of the tactile learners who prefer models and actual practice in order to learn.

My Interaction scores fall within the Enactive/Cognitive Groups (Quadrant D) on the Teaching Methods Matrix, with a score of 8-Cooperative Groups and 10-Enactive. On the positive side, I attribute my strong tendencies towards cooperative group learning to my course of studies during my Master's Degree program here at Lamar; however, I must focus deliberate effort to help my students relate what I am teaching them with what they know, and to scaffold upon my student's previously understood concepts, knowledge and experiences. My tendency to promote collaborative learning also means that I must always be mindful of individual learning styles and not overlook the need for and importance of individual effort and achievement, particularly when planning professional development activities.

As the Director of Technology, I do not currently have students, so I administered the paper-and-pencil Learning Styles Inventory to my four coworkers in the Technology Department. The exercise was very revealing as it imparts evidence that I am not providing guidance and instruction to my staff in a manner that accommodates their varied learning styles. Two of my coworkers were significantly stronger Auditory learners (with Auditory scores of 32 and 29), while the other two were significantly stronger Visual learners (with Visual scores of 32 and 30). This observation concerns me, because I tend to convey information and deliver guidance to my staff primarily through scheduled or impromptu verbal meetings. This knowledge clearly demonstrates the need for me to provide future information and instruction in a format that is visual as well as auditory, including written information in more detailed agendas, notes, instruction sheets, e-mails, posters, charts and graphs.

Provide a link to the inventory or inventories that you used in Part 3 of this assignment.

N/A

I administered paper versions of the Together We Can-Learning Style Inventory, and I took the paper version of the Teaching Style Inventory provided in our EDLD 5368 Resources. I did not take the time to develop an online survey version of the Learning Style Inventory as I was dealing with such a small audience (my four coworkers).

As requested, I am acknowledging that I received and read the Week One Overview clarification email. It was very helpful.

If your link does not go directly to the inventory, provide step-by-step directions for accessing the inventory here.

N/A